The Distinguished Lecture Series in Educational Neuroscience

2015–16 Theme
Educational Neuroscience Pioneers: Revolutionizing the Study and Science of Learning in the Young Child

About This Year’s Presenters
This high-profile lecture series honors our presenters—true pioneers in science who work at the intersection of The Science of Learning (learning across the lifespan) and Educational Neuroscience (learning across early life). This year’s theme, “Educational Neuroscience Pioneers: Revolutionizing the Study and Science of Learning in the Young Child,” is chosen to embrace those who have been vital contributors both to the science and to the scientific means of discovery with young children. Our esteemed speakers include experts in the fields of Cognitive-Educational Neuroscience, Developmental Cognitive Neuroscience, and Child Development, broadly defined.

About the Distinguished Lecture Series
Originally created in association with our Foundations Proseminar for graduate students in our PhD in Educational Neuroscience (PEN) program, to our delight, the series has grown. Now, our Distinguished Lecture Series draws in scientists and students from PEN’s administrative home (our NSF Science of Learning Center, VL2), PEN’s five affiliated departments (Linguistics, Psychology, Hearing Speech and Language Sciences, Interpretation Sciences, and Education) and the larger Washington DC area, including Georgetown University, George Washington University, American University, University of Maryland, and more!

About the PhD in Educational Neuroscience Program
As an outgrowth of our mission to educate the next generation of student scholars, the Gallaudet-NSF Science of Learning Center, VL2, has given rise to the new PhD in Educational Neuroscience (PEN) program. The PhD in Educational Neuroscience Program encompasses how humans learn, spanning early child development and adults, with a special interest in the neuroplasticity of visually-guided learning processes subserving higher cognition. The PEN program at Gallaudet further provides a unique strength in, and contribution to, pioneering advances in the learning and education of the young deaf visual learner.

For more information: www.gallaudet.edu/educational_neuroscience

2015-2016
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Dr. Kathryn Hirsh-Pasek
Temple University
Living in Pasteur’s Quadrant: Navigating the Uncharted Waters Between Basic and Applied Research
Sept. 28, 2015 / 5-6:30 pm

Dr. Roberta Golinkoff
University of Delaware
Sept. 28, 2015 / 5-6:30 pm

Dr. Karen E. Adolph
New York University
Learning to Move and Moving to Learn
Dec. 2, 2015 / 4-5:30 pm

Dr. Nora Newcombe
Temple University
Using Spatial Learning to Increase STEM Achievement
February 18, 2016 / 4-5:30 pm

Dr. Patricia K. Kuhl
University of Washington
Learning language in monolingual and bilingual children (Exact Title TBA)
April 14, 2016 time TBA

Dr. Usha Goswami
University of Cambridge
Dyslexia, Phonology and the Brain
April 14, 2016 time TBA

All lectures will be held in the Merrill Learning Center Room B111 on the Gallaudet Campus and will be live streamed and archived at http://webcast.gallaudet.edu.
Dr. Karen E. Adolph is Professor in the Department of Psychology and the Center for Psychological Science at the University of Delaware, is Professor of Education, and is also a Professor in the Departments of Psychology and Linguistics. Dr. Adolph founded and directs the Child’s Play, Learning and Development Laboratory, the goal of which is to understand how children tackle the amazing feat of learning language. Her major contributions to pioneering science and Educational Neuroscience involve her discoveries about how young children comprehend language and include the benefits of play. Her findings have identified why and how children learn best through play, especially the importance of learning when entrenched in a playful context.

Dr. Adolph is author of twelve books and many professional articles. She is frequently quoted in newspapers and magazines as a scientific advocate for children and has appeared on Good Morning America and many morning television shows and hundreds of radio programs across the country. Dr. Adolph also speaks at conferences and for organizations around the world about children’s development.

Dr. Adolph obtained her bachelor’s degree at Brooklyn College, her Ph.D. in Developmental Psychology at Cornell University, and did a postdoctoral fellowship at the University of Pittsburgh’s Learning Research and Development Center. Dr. Adolph is the recipient of the prestigious John Simon Guggenheim Award as well as the James McKennt Cattell Felllow Award and, recently, the Association for Psychological Science James McKennt Cattell Fellow Award.

Dr. Kathryn Hirsh-Pasek is the Stanley and Debra Letofsky Faculty Fellow and Professor in the Department of Psychology at Temple University where she also serves as Director of the Infant Language Laboratory. Dr. Hirsh-Pasek’s major contributions to pioneering science and Educational Neuroscience involve her discoveries about early language development, and infant language perception and cognition. In addition, her strong interest in bridging the gap between basic science research and its application for the benefit of society has prompted her to serve as an investigator on the NICHD Study of Early Child Care, as well as on the Advisory Boards of the HCRC Center, Hampshire and Distinct.

Dr. Hirsh-Pasek has published twelve books as well as more than 200 other publications. She is a Fellow of the American Psychological Association and the American Psychological Society, and the President Elect of the International Society for Infant Studies.

Dr. Hirsh-Pasek received her bachelor’s degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania. She is the recipient of many awards, including the American Psychological Association’s Bronfenbrenner Award, the American Psychological Association’s Award for Distinguished Service to Psychological Science, the Association for Psychological Science; James McKennt Cattell Fellow Award and the APA Distinguished Lecturer Award. Dr. Hirsh-Pasek is frequently sought to share her scientific insights in public media, and she is an invited blogger for the Huffington Post.

Dr. Karen Adolph is Professor in the Department of Psychology and the Center for Neuroscience at New York University. Dr. Adolph’s major contributions to pioneering science and Educational Neuroscience involve her discoveries about infant learning and development, especially in the context of infant motor skill acquisition. Her contributions include new insights into human infant perceptual-motor development; motor skill acquisition from infants to older adults; learning and the transfer of knowledge; developmental transitions; development of infants’ exploratory activity; use of social information for guiding action; development of balance and locomotion; development of manual actions and tool use and cross-cultural differences in motor development. She has also pioneered innovative experimental technologies to answer basic questions in science, including head-mounted eye-tracking in natural environments; computerized systems for behavioral coding, data exploration and data visualization; and she has promoted open data sharing in the behavioral sciences.

Dr. Adolph is the author of many scientific publications, including the widely esteemed SIRC monograph Learning in the Development of Infant Locomotion. She chairs the NIH study section on Motor Function and Speech Rehabilitation, is on the Advisory Board of the McDonnell Foundation, and is on the editorial boards of Developmental Psychobiology, Ecological Psychology, and Infancy.

Dr. Adolph received her bachelor’s degree from Sarah Lawrence College and her M.A. and Ph.D. from Emory University, and completed a postdoctoral fellowship at the Albert Einstein College of Medicine. Dr. Adolph was previously on the faculty at Carnegie Mellon University. She has received the James McKennt Cattell Sabbatical Award, the APF Robert L. Fantz Memorial Award, the APA Boyd McCandless Award, the SSIS Young Investigator Award, and FIRST and MERF awards from NCHD.

Dr. Nora Newcombe is a Professor of Psychology at Temple University and the PI of the NSF-funded Science of Learning Center Spatial Intelligence and Learning Center (SILC) at Temple University, which also involves Northwestern University, the University of Chicago, and the University of Pennsylvania as primary partners.

Dr. Newcombe’s major contributions to pioneering science and Educational Neuroscience involve her discoveries about spatial development and spatial cognition, including individual differences in spatial ability, spatial thinking in PK-12 education and college teaching, and the development of episodic and autobiographical memory.

Dr. Newcombe is the author of many papers. She has also served as Editor of the Journal of Experimental Psychology. General and as Associate Editor of Psychological Bulletin, as well as on numerous editorial boards and grant review panels. She is currently an Associate Editor for Cognitive Psychology and for WIREs in Cognitive Science.

Dr. Newcombe was educated at Antioch College, where she graduated with a major in psychology in 1972, and at Harvard University, where she received her Ph.D. in Psychology and Social Relations in 1976. She taught previously at Penn State University. Dr. Newcombe is the recipient of the William James Fellow Award from APS, the George Miller Award and the G. Stanley Hall Awards from APA, the Award for Distinguished Service to Psychological Science, also from APA, and the Women in Cognitive Science Mentor Award. She is also a Fellow of the American Psychological Association, the American Psychological Society, and the American Association for the Advancement of Science. Dr. Newcombe has been honored editorially by Visiting Professors at the University of Pennsylvania, Princeton University, and the Max-Planck-Institut in Berlin, Germany.

Dr. Patricia Kuhl is the Bazos Family Foundation Endowed Chair for Early Childhood Learning, Co-Director of the University of Washington’s Institute for Learning & Brain Sciences, and Professor of Speech and Hearing Sciences and Director (PI) of the NSF-funded Science of Learning Center Learning in informal and formal environments (LIFE) at the University of Washington, Seattle.

Dr. Kuhl’s major contributions to pioneering science and Educational Neuroscience involve her discoveries about early language and brain development. Dr. Kuhl is internationally recognized for her discoveries that show how young children learn. Her work has played a major role in demonstrating how early exposure to language alters the brain. It has implications for critical periods in development, for bilingual education and reading readiness, for developmental disabilities involving language, and for research on computer understanding of speech.

Dr. Kuhl is the author of many publications which include some of the world’s most important papers on infants’ early perception of language. Her work has been widely covered by the media. She has appeared in the Discovery television series “The Baby Humans,” the NOVA series “The Mind,” and “The Power of Ideas” and “The Secret Life of the Brain,” both on PBS. She has discussed her research findings on early learning and the brain at NBC’s Education Nation, and on The Today Show, Good Morning America, and in many other media outlets. Dr. Kuhl’s TED talk is available at ted.com.

Dr. Kuhl received her bachelor’s degree from St. Cloud State University and her M.A. and Ph.D. from the University of Minnesota. She is a member of the National Academy of Sciences, the Radin Academy, and the Norwegian Academy of Science and Letters. Her many professional awards include the Silver Medal of the Acoustical Society of America, the Kenneth Craik Research Award from Cambridge University, and the University of Minnesota’s Outstanding Achievement Award.

Dr. Usha Goswami is Professor of Cognitive Developmental Neuroscience at the University of Cambridge, England. Dr. Goswami is also the Director of the Centre for Neuroscience in Education, and a Fellow at St John’s College, Cambridge.

Dr. Goswami’s major contributions to pioneering science and Educational Neuroscience involve her discoveries about the relations between phonology and reading, with special reference to rhyme and analogy in acquisition and reading, and rhyme processing in dyslexic and deaf children’s reading. A major focus of the research is cross-linguistic with projects including cross-language studies of the impact of deficits in auditory temporal processing on reading development and developmental dyslexia, neuropsychological studies of the neural basis of reading acquisition, and studies of deaf readers, of reading development and its precursors in deaf children with cochlear implants, and a set of projects based around lexical statistics, investigating the impact of ‘neighbourhood relations’ (similarity relations such as rhyme) in phonological and orthographic processing in different languages.

Dr. Goswami has authored many international publications. She also serves as a member of the Society for Research in Child Development, the Experimental Psychology Society, and the British Psychological Society, among many other professional associations. Dr. Goswami is a Fast Track Editor for Developmental Science, and is on the editorial advisory board of Reading and Writing, Reading Research Quarterly, and the Journal of Child Psychology and Psychiatry, among other professional publications.

Dr. Goswami received her Ph.D. from the University of Oxford, England, in 1987. Prior to moving to University of Cambridge in January 2003, Dr. Goswami was Professor of Cognitive Developmental Psychology at the Institute of Child Health, University College London. Dr. Goswami is the recipient of numerous esteemed awards, including the British Psychology Society Spearman Medal and the Norman Geschwind-Ridin Prize, and she has won Research Fellowships from the National Academy of Education, the Alexander von Humboldt Foundation, and the Leverhulme Trust. In 2013 she was elected a Fellow of the British Academy.